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ABSTRACT

This information dissemination report presents a brief introduction to the Building Bridges to Better Bilingual Education Program of the Central Board of Education of the City of New York. The primary aim of the program is to promote the linguistic and academic progress of those Title I eligible Spanish-speaking children whose achievement levels are below the grade level of the district and city as a whole. For this purpose it has initiated a teacher-preparation program specifically designed to meet their instructional needs. This training includes courses in the methodology of bilingual instruction, Puerto Rican and Hispanic culture, and language proficiency in English and Spanish. Also included is information on the various components of the program. (SK)

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THE CITY SCHOOL DISTRICT OF NEW YORK

OFFICE OF BILINGUAL EDUCATION

BUILDING BRIDGES TO BETTER BILINGUAL EDUCATION

65 COURT STREET, BROOKLYN, NEW YORK 11201

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BUILDING BRIDGES TO BETTER BILINGUAL EDUCATION

The primary aim of the Building Bridges to Better Bilingual Education ~~Summer~~ Program is to promote the linguistic and academic progress of those Title I eligible Spanish-speaking children whose achievement levels are below the grade level of the district and city as a whole. Towards the achievement of this goal the program will provide the participating Title I schools with 140 bilingual paraprofessional field placement positions in the following categories:

1. Bilingual Professional Assistants (60 positions)

2. Educational Associates (15 positions)

3. Educational Assistants (65 positions)

These paraprofessionals will assist the teacher in providing children with bilingual instruction in reading and mathematics. In addition, these paraprofessionals will serve as resource personnel in their assigned schools. They will be placed in elementary as well as junior high or intermediate schools.

The children will be serviced by a competent bilingual staff as a result of the inservice training offered to the participants (paraprofessional and professionals) in teaching reading and mathematics to the bilingual learner and in developing curriculum bilingual material that will meet the pupils' needs. The training will be conducted by the central bilingual staff - teacher in-charge, instructor trainees consultants. Both the participating pupils and paraprofessionals will be provided with administrative and supportive services under the Office of Bilingual Education.

Behavioral Objectives:

1. After 6 weeks of reading instruction in the pupil's dominant language, the reading grade of the participating Title I Spanish-speaking pupils attending on a regular basis will show a statistically significant difference between the real post-test score and anticipated post-test score as measured by an appropriate level of the C.I.A. Reading test.

2. After 6 weeks of instruction in mathematics in the pupil's dominant language, the mathematics grade of the participating Title I Spanish-speaking pupils attending on a regular basis will show a statistically significant difference between the real post-test score and anticipated post-test score as measured by an appropriate level of the C.I.A. Mathematics Battery test.

3. After 6 intensive sessions of instruction in the inservice training course - Teaching of Reading to the Bilingual Learner - 80% of the participating paraprofessionals who scored below 75% on the pre-test developed and administered by the staff and consultants in July of 1973 will improve their pre-test score by 10% or more on a post-test developed and administered by the staff in August of 1973.

4. After 6 intensive sessions of instruction in the inservice training course - Teaching of Mathematics to the Bilingual Learner - 80% of the participating paraprofessionals who scored below 75% on the pre-test developed and administered by staff and consultants in July of 1973, will improve their pre-test scores by 10% or more on a post-test developed and administered by the staff in August of 1973.

IN-SERVICE TRAINING COMPONENT

BUILDING BRIDGES TO BETTER BILINGUAL EDUCATION

TRAINING COMPONENT

Program Description

Centrally located at the offices of Bilingual Education, the Training Component of the program Building Bridges to Better Bilingual Education is succeeding in becoming an educational change agent. Having as its target population Title I eligible children attending the New York City Public Schools, it has initiated a teacher preparation program specifically designed to meet their instructional needs.

The primary strategy for initiating change in the educational system is the provision of intensive training in the field of Bilingual Education to future teachers who are at the paraprofessional and professional assistant levels. This training includes courses in Methodology of Bilingual Instruction, Puerto Rican and Hispanic Culture and Language Proficiency in English and Spanish. The focus of all instruction is the bilingual child and his needs.

The Programs:

Bilingual Methodology: This course is designed to provide the future bilingual classroom teachers with the necessary understanding of the philosophy of bilingual education. As a result of active involvement in the class the program participant will:

A. Learn about the history of bilingual education, viewing it as an innovative method leading to a new way of helping all Hispanic children reach their potential.

B. Become aware of the fact that bilingual education is a philosophy which encompasses the total child, helping him see a "proud self."

C. Be able to present a language arts program which provides instruction in Spanish and English as well as bilingual instruction in all curriculum areas.

Puerto Rican and Hispanic Culture: This course is designed to review all aspects of Puerto Rican and other Hispanic cultures in order to provide an awareness of culture as a vehicle for learning. An understanding of the process of culture evelopment, its significant periods in history are analyzed. This cultural exploration in turn equips the future teacher with the information and understanding of the process of the building of a culture and its implications to the children whom the program participant will service.

Language Proficiency Classes: The program provides instruction in English and in Spanish communication skills for those students who as a result of pre-tests show a need for instruction in these areas. A plan of study is designed for the students after an individual assessment of language needs is made. Ample opportunities are provided for development of language skills by instructors specially trained to work in bilingual settings.

Bilingual Workshops - "Talleres"

Bilingual Workshops are an integral part of the training component. It is designed to provide closer contact in a small group setting with Program's Training Officer. Instructional needs of the children and teaching materials available are examined. The workshop also provides feed-back on the instructional programs followed by participating students and children.

We are proud of our trainees. They are proud of the job they are doing. It is apparent that with their help the children are learning.

This training program is available to any bilingual student who is interested in the field of Bilingual Elementary Education.

Eligibility Requirements:

1. Native speaker of Spanish or bilingual American or Hispanic origin.
2. U.S. Citizenship or Declaration of Intention.
3. B.A. or its equivalent or 60 or more transferable credits.
4. Functional knowledge of English.
5. Desire to enter the field of Bilingual Elementary Education.

FIELD PLACEMENT COMPONENT

Job Description

Our field placement component is responsible for assigning placements and supervising each trainee employed by the program. At present we have four distinct programs which come to form our placement component, these are the following:

A) The Bilingual Professional Assistants (BPA's)
B) The Educational Assistants
C) The Educational Associates
D) The Teacher-Intern Program

Each is a division of our program, "Building Bridges to Better Bilingual Education", and each is designed to accelerate the training program for graduates and undergraduates to become licensed bilingual teachers.

The salaries for the Bilingual Professional Assistants, the Educational Associates and the Educational Assistants are paid by Building Bridges to Better Bilingual Education.

A. Bilingual Professional Assistants

All our Bilingual Professional Assistants are college graduates. They meet all the academic requirements to teach in the New York City School System, with the exception of the teaching license, or in other instances, they may lack the minimum amount of education credits to file for the examination. However, while in our program they are expected and must complete both of these requirements. In the meantime, they are working as Professional Assistants in the classroom under the direct supervision of licensed school personnel, and under NO circumstances can trainees be left alone in the classroom. They are to work in school 5 hours per day, 5 days a week.

B. Educational Associates

Our Educational Associates are college students who fall into two categories.

1) Students with 60 college credits (or more) and two years experience as an Educational Assistant with the N.Y.C. Board of Education.
2) Students with 90 college credits (or more) and one year's experience as an Educational Assistant with N.Y.C. Board of Education.

All Educational Associates are in the process of majoring or minoring in the field of Education, with a concentration in Bilingual Education and are now through our program familiarizing themselves with the different aspects of classroom activities and Bilingual teaching techniques. These trainees are to work in the school 3 hours per day, 5 days per week, and study during the afternoon and/or evenings to complete their degrees.

C. Educational Assistants

Our Educational Assistants are college students with 60 or more college credits and less than one year's experience with the NYC Board of Education.

25 Educational Assistants work 3 hours per day, 5 days per week and 30 Educational Assistants work 5 hours per day, 5 days per week. These trainees also attend college in the afternoon and/or evenings to complete their degrees.

2. Rules and Regulations

Each trainee and school must confirm to the following regulations:

1) Trainees must be assigned to a Bilingual Program receiving Title I ESEA monies.

2) Each trainee must be working in a classroom situation at all times, unless instructed otherwise by our program.

3) The trainee's time sheet must be kept and signed by the principal of the school. If at any time this duty is delegated to another individual, we must be officially informed.

4) The trainee must not be given duties which do not appear in his job description, unless we are consulted of these first.

5) The trainee must report promptly and record time accurately upon arrival and departure.

6) The trainee should notify the school by telephone in cases of unavoidable absence or lateness.

7) The trainee must provide the school with schedules showing duration of assignment, and hours of assignment.

8) Under NO circumstances may a trainee be left alone with children in a classroom. A licensed teacher must always by working and supervising our trainees in the classroom.

9) The trainee should avoid outside commitments that would make it necessary for him to request a modification of his assignment in the school program.

10) The cooperating teacher and/or supervisor, with the approval of the principal, must evaluate each trainee's work at least twice a year. Our program will provide the official evaluation forms to be used. This appraisal should be subject to review and annotation by the principal before it is forward to our program.

11) It is mandatory that all trainees attend our Inservice Training which will be held at Brandeis High School, schedule to be announced.

3. Responsibilities of the Paraprofessional in the Classroom

A. Teacher and paraprofessional planning:

1. Should confer with each other regarding daily activities to understand how can they help each other.

2. Should participate in staff planning and evaluating conference in order to develop professionally.

3. Should participate in activities planned by or for parents.

B. Classroom arrangements:

1. Should assist in arranging the physical environment for children to work and play.

2. Should assist in arranging the bulletin boards up to date.

3. Should help keep blackboard ready for use.

4. Should help maintain an orderly classroom arrangement.

5. Should conduct and arrange interesting and inviting activity centers in the classroom.

6. Should assist in preparing classroom exhibits.

C. Use of Materials:

1. Should develop a system together with the classroom teacher to have materials available when needed for work or play.

2. Should help in the preparation of instructional materials - flash cards charts, cut outs, transparencies, etc.

3. Should assist in the gathering of a resource file - pictures, science items, stories, etc.

D. Assisting Pupils

1. Should assit children with coats, hats and book bags depending on the grade.

2. Should help children gain independence and self - confidence in their selections of materials for work or play.

3. Should assist children when new materials are being introduced or familiar ones are being used.

4. Should assist children in acquiring the necessary social skills for getting along well with others.

5. Should help guide students in gaining responsibilities during clean-up time.

E. Assisting the teacher:

1. Should assist in the supervision of the students indoors and outdoors, activities, walks and trips.

2. Should assist in the distribution of books and supplies.

3. Should care for pre school children during parent - teacher conferences and other events.

4. Should help to set up and operate projectors and other equipment.

5. Should manage classroom libraries.

6. Should guide children to mix paints for art lessons.

F. Professional Skills:

1. A professional member of the staff should give guidance and instruction in a gracious manner.

2. Must have a professional attitude towards students - encourage them to work.

3. Be cooperative and participate in activities with all staff members.

COLLEGE COMPONENT

College Training Component

A total of 140 paraprofessionals in the three following categories undergo college training in the afternoon and/or evening as part of their activities within the program:

The Bilingual Professional Assistants (60) are college graduates but do not meet all the academic requirements to obtain a license to teach in the New York City System.

The Educational Associate (15) has 90 credits (or more) and two years experience as an Educational Assistant with the New York City Board of Education.

The Educational Assistant (65) has 60 or more college credits and less than 1 year experience with the New York City Board of Education.

Liason established with the following educational institutions in the Metropolitan New York City area permits the program paraprofessional to obtain counseling aimed at their particular needs; most especially related to becoming a bilingual teacher:

New York City Community College
Hunter College
Lehman College
Brooklyn College
Richmond College
Queens College

The existing close cooperation of program staff and university personnel has resulted in a college training program a) that meets the paraprofessional license and degree requirements b) includes courses relevant to the area of bilingual education.